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ABSTRACT

A follow-up to a September 1985 survey of Illinois teachers of 3- to 6-year-old handicapped children, these rating scales are designed to determine more specifically the perceived knowledge and skill needs of a random sample of teachers of young handicapped children. Information obtained from the rating scales are to be used by the Illinois State Board of Education for statewide inservice planning and feedback to teacher education programs throughout the state. A variety of teaches' views of knowledge/skill areas is assessed according to three criteria: (1) the importance of knowledge/skill area in the teacher's current position, (2) its importance to teacher's role in an ideal program, (3) the teacher's present level of competence. The main knowledge/skill areas included in the rating scales are the following: foundation knowledge; planning/organizing programs for children; delivering services to children; delivering services to families; team participation and leadership; and professional characteristics. (DST)

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October 3, 1985

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ED266860

MEMORANDUM

TO: Teachers of Handicapped Children, Ages 3 to 6

FROM: Joseph E. Fisher, Assistant Superintendent
Department of Specialized Educational Services

SUBJECT: Early Childhood Special Education Skill and Knowledge Assessment

During September, a sample of Illinois teachers of 3 to 6-year-old handicapped children were asked to complete a survey of characteristics and needs. The attached rating scales are a follow-up to that survey. They are being sent to a smaller number of teachers who comprise a representative sample based on the type of school in which they work, their level of education and the types of certification they hold. Your name was chosen by this random sampling process.

These scales are designed to determine more specifically the knowledge and skill needs of teachers of handicapped young children. The information will be used for statewide inservice planning and feedback to teacher education programs throughout the state.

This rating scale is much shorter than the previous one; it will take approximately 30 minutes to complete. When you have completed the survey, fold it to expose the prepaid form on the back, staple and mail it to:

Lynn Moore
Illinois State Board of Education
Department of Specialized Educational Services
100 North First Street
Springfield, Illinois 62777

The survey should be returned no later than November 8, 1985. Your response will remain completely anonymous. Thank you again for your interest and help.

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SKILL AND KNOWLEDGE ASSESSMENT
EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Following is a list of knowledge/skill areas thought to be important for professionals working with young children with special needs. **You are asked to rate each of these in three different ways**: 1) its importance in your current position, 2) its importance to your role if you worked in what you would consider to be an "ideal" program and 3) your current level of competence. Three scales are provided for each statement; you may find that is is **easier to complete each of the three types of scales separately.**

KNOWLEDGE/SKILL AREA	IMPORTANCE IN JOB					IMPORTANCE IN IDEAL PROGRAM					YOUR PRESENT LEVEL OF COMPETENCE				
	Not Important		Average		Very Important	Not Important		Average		Very Important	Not Competent		Average		Very Competent
I. FOUNDATION KNOWLEDGE															
1. Sequences and processes of normal development: Cognitive	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Language/communication	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Social/affective	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Physical/motor	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Sequences and processes of atypical development	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Biological and environmental risk factors affecting development	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Health, safety and nutrition variables affecting development	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Etiologies, characteristics and prognoses for various disabilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Typical treatments for a variety of disabilities: Educational	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Therapeutic	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Medical	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Theories of family structure and development	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Cultural variations in families	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Sources of stress and support in families	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Influence of at-risk or disabled children on families	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Moral and legal issues affecting delivery of services (e.g., genetics, bioethics)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

KNOWLEDGE/SKILL AREA	IMPORTANCE IN JOB					IMPORTANCE IN IDEAL PROGRAM					YOUR PRESENT LEVEL OF COMPETENCE				
	Not Important		Average		Very Important	Not Important		Average		Very Important	Not Competent		Average		Very Competent
12. Models and philosophies of family involvement	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Rules and regulations governing early childhood special education	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Funding and administrative structure of early childhood special education	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Models and philosophies of early childhood special education	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Characteristics of adult learners	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Strategies for effective interpersonal communication	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Group dynamics and structure	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19. Reading and interpreting research	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
II. PLANNING/ORGANIZING PROGRAMS FOR CHILDREN															
1. Design teaching/learning environments which match a particular philosophy	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Design year-long curriculum content for group of children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Select/develop materials/equipment for teaching/learning environments	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Select/design computer technology to meet specific child needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Write computer programs to teach specific concepts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Specify organization of time, space and adult roles for service delivery	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Develop proposal to obtain funds to support programmatic ideas	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Conduct public relations activities to gain awareness of and support for your program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Develop a plan to evaluate outcomes in relation to overall service goals of your program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
III. DELIVERING SERVICES TO CHILDREN															
1. Evaluate reliability and validity of particular measurement instruments and procedures for making particular decisions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Design measurement plan for gathering information, including specifying what, who, when, where and how information will be used	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

KNOWLEDGE/SKILL AREA	IMPORTANCE IN JOB					IMPORTANCE IN IDEAL PROGRAM					YOUR PRESENT LEVEL OF COMPETENCE				
	Not Important		Average		Very Important	Not Important		Average		Very Important	Not Competent		Average		Very Competent
3. Administer, score and interpret norm-referenced tests	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Administer, score and interpret criterion-referenced tests	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Develop criterion-referenced tests for measuring child performance in relation to particular instructional needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Teach other adults (aide, volunteer, parent) to help conduct assessments	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Write well-organized, factual and useful assessment reports	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Develop, use and interpret behavioral observation and data collection systems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Synthesize and interpret measurement information obtained from other professionals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Develop a sequential analysis of child's functional levels, strengths and needs in developmental and behavioral areas, based on assessment results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Share assessment results with other staff and with family for purposes of making decisions related to eligibility, placement, related services	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Develop individual instructional plan based on outcomes of assessment	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Conduct staffing with parent(s) as active members	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Develop individual instructional programs to teach new skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Develop individual instructional programs to increase or decrease particular behaviors	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Integrate individual objectives and programs into planned, structured activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Integrate individual objectives and programs into child-directed activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Find and incorporate available curriculum guides as appropriate for meeting individual and group objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19. Provide challenging activities and environments which facilitate independent problem solving	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20. Develop plan for systematic data collection on individual and/or group objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21. Implement planned activities as outlined	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22. Use individual and/or group management techniques which maintain child participation and interest in learning activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

KNOWLEDGE/SKILL AREA	IMPORTANCE IN JOB					IMPORTANCE IN IDEAL PROGRAM					YOUR PRESENT LEVEL OF COMPETENCE				
	Not Important		Average		Very Important	Not Important		Average		Very Important	Not Competent		Average		Very Competent
23. Implement activities recommended by other personnel	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24. Incorporate special handling techniques, prostheses and adaptive equipment into structured and child-directed activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25. Use interaction strategies conducive to developing play, exploration, independence and problem solving	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26. Attend to and respond to child interest and communication attempts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27. Communicate with child in accord with his/her communicative ability	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
28. Use language and communication techniques which facilitate language development	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
29. Facilitate child success by use of techniques such as shaping, correcting	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30. Spontaneously modify planned activities as necessary based on child performance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31. Collect child performance data during planned and unplanned activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32. Modify individual and group plans based on performance data	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
33. Use data to summarize child progress and update goals and objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
IV. DELIVERING SERVICES TO FAMILIES															
1. Develop a systematic overall program plan for services to families and for activities in which they can be involved	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Involve family members in assessing child's development and service needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Share with family members results of child's assessment	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Assess capabilities and needs of individual families/family members in relation to social service needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Assess capabilities and needs of individual families/family members in relation to their child's learning and development	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Assess home environment in relation to its role as a learning environment for child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. With family member(s), plan assessment-based individualized family involvement activities related to child and/or family needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Provide family members with needed information on nutrition, health safety, and childcare	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Interpret to parents information from other disciplines (e.g., medical, therapies)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

KNOWLEDGE/SKILL AREA	IMPORTANCE IN JOB					IMPORTANCE IN IDEAL PROGRAM					YOUR PRESENT LEVEL OF COMPETENCE				
	Not Important		Average		Very Important	Not Important		Average		Very Important	Not Competent		Average		Very Competent
10. Use language that is clearly understood by family members	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Use active listening and other supportive communication techniques with family members	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Act as advocate for child and family in obtaining services from other professionals/agencies/programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Act as advocate for family in obtaining funding to meet specific needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Obtain and/or refer families to parenting resources, including publications, parent groups, organizations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Plan and implement individual training sessions for meeting knowledge and skill needs of parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Plan and implement group training sessions for meeting knowledge and skill needs of parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Develop home activities for child which reflect functional needs of child and family	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Involve family members as active partners in planning/implementing child's program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19. Counsel individual family members	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20. Provide group counseling for parents or other family members	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21. Establish support groups for families	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22. Provide support to families in severely stressed situations (e.g., divorce, death of child)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23. Evaluate impact of program on individual families/family members in relation to individual goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24. Evaluate impact of family involvement in relation to overall family service goals of program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
V. TEAM PARTICIPATION AND LEADERSHIP															
1. Identify formal and informal structures of health care, social service and educational organizations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Seek out specialized knowledge of other team members	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Make appropriate referrals for needed services	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Implement suggestions and techniques of other team members in every-day programming	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Effectively and systematically lead team in making decisions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

KNOWLEDGE/SKILL AREA	IMPORTANCE IN JOB					IMPORTANCE IN IDEAL PROGRAM					YOUR PRESENT LEVEL OF COMPETENCE				
	Not Important		Average		Very Important	Not Important		Average		Very Important	Not Competent		Average		Very Competent
6. Accept active responsibility as team member	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Use effective group communication and problem-solving techniques	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Specify responsibilities for paraprofessionals, volunteers and other adults working with children under your direction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Assess training needs of paraprofessionals/volunteers	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Plan and implement systematic procedures to teach other adults new skills or knowledge on a one-to-one basis	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Plan and implement systematically planned training sessions for groups of adults	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Provide supervision for paraprofessionals/volunteers/student teachers	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Consult with staff from alternative or additional placements such as day care or kindergarten in relation to child's program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Use systematic observation for giving constructive feedback to paraprofessionals/volunteers	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Consult with receiving professionals when child moves to new placement	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
VI. PROFESSIONAL CHARACTERISTICS															
1. Demonstrate enthusiasm and enjoyment in working with children, parents and other professionals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Demonstrate professional work habits, including dependability, time management, independence, responsibility	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Demonstrate logical and coherent oral and written communication skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Present verbal and written information at appropriate level for recipient	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Reflect concern for the dignity and worth of other persons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Adhere to professional ethics and standards of performance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Adhere to stated policies and procedures of the program	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Participate in professional organizations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Seek and/or design experiences for own professional growth	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Keep informed of current professional literature	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Show poise in difficult situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

THANK YOU FOR YOUR HARD WORK AND TIME!

If you have questions, please call 217/333-0260 and ask for someone in the ECSE Personnel Project.

We do need your name, address and telephone number for follow-up purposes. However, your responses will be kept strictly confidential.

NAME _____

SCHOOL _____

SCHOOL ADDRESS _____

HOME ADDRESS _____

HOME TELEPHONE ( ) _____

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☐ Yes ☐ No Please send information on results of the survey.

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